Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
HPS 704 – Doctoral Public Health Leadership for Health Equity
SPRING 2019

Time: Thursdays 9:00-11:50 a.m.

Location: Drachman Hall A119

Instructor(s) and Contact Information: Bob England, MD, MPH
bobengland@email.arizona.edu
602-920-6561 cell

Instructor Availability: By appointment or email Q&A. Students are encouraged to reach out to the instructor whenever desired. Emails will be checked each day, with a reply expected within 24 hours of reading the email.

Teaching Assistant: None

TA Office Hours: N/A

Catalog Description: This course aims to advance leadership development knowledge, attitudes, and practice among doctorate of public health students to advance public health policy and systems change efforts.

Course Description: This class will combine some leadership theory with students’ personal attributes to address real life public health and health equity issues. Practical perspectives and several real world examples will be emphasized. Student projects will include participation in current issues and initiatives. It is hoped that students will gain practical insight and skills for careers in public health leadership.

Course Prerequisites: This course is geared toward DrPH students in their second year of doctoral study. Other graduate students in public health are welcome with instructor approval.

Course Objectives and Expected Learning Outcomes:

- Course Objectives: During this course students will:
  - Learn about different leadership theory, methods and styles.
  - Learn about their own personality attributes and how to use that understanding to choose their own leadership methods.
  - Learn how to use group decision making and the perspective of multiple professions and views to impact public health issues, including the development of a strategic plan.
  - Explore the complex interaction of social and environmental factors that impact health outcomes, and how this might be addressed through principles of health equity.
  - Compare ideal approaches to address health equity with the practical limitations of political realities, and discuss decision-making under various conditions.
• Compare communication strategies for fact-based decision-making for different audiences and different world views.
• Analyze examples of leadership as applied to public health issues in the past.
• Participate in a current public health issue or decision using leadership principles.
• Monitor and participate in the legislative process as it is applied to a public health issue.
• Develop a personal plan for providing future leadership in public health.

Learning Outcomes (Competencies Obtained): Upon completion of this course, students should be able to:
• Assess their own strengths and weaknesses in leadership capacities, including cultural proficiency, and use this to plan their future leadership styles and methods.
• Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behaviors and policies.
• Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions and systems in addressing public health problems.
• Propose interprofessional team approaches to improving public health.
• Facilitate shared decision-making through negotiation and consensus-building methods.
• Create a strategic plan.

Course Notes: Course notes are the responsibility of the student. The D2L Website will provide the course syllabus, selected readings, handouts, all class assignments, and announcements of significant course changes and updates. To access the D2L website, go to: http://d2l.arizona.edu/index.asp. You must have a valid UANetID and Password (this is the same ID and password that you use for UA WebMail). Students enrolled in the class have automatically been added to the mailing list for this class.


Required or Special Materials: Students may choose optional activities through the University’s “Leadership on Demand” site. A variable fee may be attached to these activities.

Course Requirements: Class attendance and participation; assigned readings; group projects; individual projects; oral and written reports; travel to Phoenix for legislative activity; work with outside groups/organizations.

Grading Scale/Student Evaluation and Policies: Four class projects will be required (as described below under “Required examinations, papers and projects”). The group project regarding a current public health issue is worth 30% of the grade. The other three projects are each worth 20%. Positive classroom participation, including attendance, is worth the remaining 10%. Up to 10% extra credit may be awarded for either: 1) participation in the University’s “Leadership on Demand” program, with areas of participation chosen jointly between the student and instructor; and/or 2) demonstration of actual impact in the outcome of a current public issue in the group project dedicated to a current issue.

Late submissions of projects will result in 10% deduction per week for presentations, and 5% per day for written assignments. No project may be submitted beyond the final date of the course, 5/9/2019.
Final total at the end of the course:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
Less than 60% results in failing grade.

Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies.

University policy regarding grades and grading systems is available at: http://catalog.arizona.edu/policy-type/grade-policies

Required examinations, papers and projects: There will be no quizzes, exams, or final exam. However, four projects/reports will be required. Two of these will be performed in small groups, and two individually. Specifically:

- Evaluation of leadership demonstrated in a past public health issue or event, and how that leadership impacted the outcome. (Group project, delivered as a classroom presentation, due mid-semester, by February 28) (20% of grade).
- Proposal for and participation in addressing a current public health issue. (Group project, delivered as a classroom presentation, due by the last regular class of the semester, April 25) (30% of grade).
- Report on a piece of legislation introduced during the 2019 legislative session. (Individual project, including classroom presentation. Oral presentation due by April 18, with final written portion due by May 2, but either may be delivered earlier depending upon progress in the legislative process) (20% of grade).
- Journal of the student’s insights throughout the semester and development of a personal leadership plan. (Individual project, written only, due by May 9) (20% of grade).

Required extracurricular activities: The two group projects will require students to meet together outside of class as necessary. The group project re: a current public health issue will require outreach to organizations or groups as necessary in order to participate in addressing the issue. Time commitment as a group would be expected to total at least 40 hours, or more depending upon the intervention. The report on a piece of legislation should include attendance at a legislative committee hearing, and provision of public testimony, if the bill makes it to that point. The student should budget up to a full day at such a hearing, while external work with an advocacy organization or group adequate to provide this testimony may vary by the specific issue.

Absence and Class Attendance/Participation: (Expected attendance, participation levels)

In-person and Online courses: Student participation in class discussions is an important part of the course, and active attendance and participation is expected. As there are only 15 class dates, absences will be limited. Up to 3 excused absences, with advanced instructor approval, will be tolerated. Only one unexcused absence is acceptable (no more than 3 absences in total). However, it is understood that students may be working professionals, may not live in Tucson, or otherwise may not be able to physically attend on a particular date, and remote attendance via teleconferencing may be arranged with advanced notice. The UA’s policy concerning class attendance, participation, and administrative drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, http://deanofstudents.arizona.edu/

Course Schedule:
1/10:  Introduction to course
       Introduction to your fellow students
       Introduction to “Real Colors”
       Options for projects discussed

1/17:  Real Colors exercise
       Small group team selection

1/24:  Overview of group dynamics
       Overview of health equity
       Introduction to Policy, Systems and Environmental change work

1/31:  Leadership vs. management
       Leadership theory
       Introduction to types and methods of leadership
       Styles and approaches for different needs

2/7:   Group report-outs on progress to date
       Governmental public health structure and issues
       Legislative process issues
       Multi-professional teamwork

2/14:  Strategic planning
       Cultural competency/proficiency

2/21:  Communication
       Classic vs. social media
       Crisis communication
       Communicating to the audience
       World view
       Evidence-based communication in an era of science denial

2/28:  Group presentations on historical public health issues
       Examples of leadership and change efforts

3/7:   NO CLASS – Spring Break

3/14:  Group report-outs on progress to date
       Introduction to creating change

3/21:  Further examples of leadership and change efforts
       Dealing with confrontation
       Leading within bureaucracy and dealing with personnel management issues

3/28:  Group report-outs on progress to date
       Further examples of communications issues

4/4:   Ethical issues in leadership
       Using crisis to create change
       Strategic sacrifice – when to quit

4/11:  Group report-outs on progress to date with class discussion

4/18:  Individual presentations on legislative proposals and process

4/25:  Group presentations on current public health issue projects

5/2:   Reading Day – no class (instructor available as needed)

5/9:   Final written reports on legislative proposals and process due

5/9:   Final written journals on student insights and plans due

Communications: You are responsible for reading emails sent to your UA account from your instructor and
the announcements that are placed on the course web site. Information about readings, news events, your
grades, assignments and other course related topics will be communicated to you with these electronic methods.
The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-
email-policy-use-email-official-correspondence-students

Accessibility and Accommodations:
At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

**Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas): Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

**Threatening Behavior Policy:** The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

**Nondiscrimination and Anti-Harassment Policy:**
The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

**UA Smoking and Tobacco Policy:**
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.